FY 2023
TRANSITIONING GANG-INVOLVED YOUTH TO HIGHER EDUCATION
PRE-APPLICATION WEBINAR

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- DATES: JUNE 1ST AT 2 PM ET, JUNE 14TH AT 2 PM ET, AND JUNE 28TH AT 2 PM ET

AGENDA

- ✓ WELCOME
- ✓ PROGRAM PURPOSE
- ✓ FY 2023 COMPETITION AT A GLANCE
- ✓ ELIGIBILITY
- ✓ PRIORITIES
- ✓ SELECTION CRITERIA
- ✓ THE LOGIC MODEL
- ✓ PERFORMANCE MEASURES
- ✓ UNDERSTANDING INDIRECT COSTS
- ✓ BUDGET TIPS
- ✓ PLANNING YOUR GRANT APPLICATION
- ✓ APPLICATION REVIEW & SUBMISSION PROCESS
- ✓ SUBMISSION INFORMATION
- ✓ CALL FOR PEER REVIEWERS
- ✓ QUESTIONS FROM THE FIELD
- ✓ RESOURCES AND PROGRAM CONTACTS

DISCLAIMER

THE NOTICE PUBLISHED IN THE FEDERAL REGISTER IS THE OFFICIAL APPLICATION SUBMISSION GUIDE . THIS WEBINAR PROVIDES TECHNICAL ASSISTANCE ONLY.

GENERAL INFORMATION

- THE NOTICE INVITING APPLICATIONS (NIA) WAS PUBLISHED IN THE FEDERAL REGISTER ON MAY 17 , 2023 AND CLOSES ON JULY 17, 2023, AT 11:59 PM, ET.
- THE APPLICATION PACKAGE CAN BE DOWNLOADED FROM GRANTS.GOV UNDER **THE FUNDING OPPORTUNITY NUMBER: ED-GRANTS-051823-001**.
- FREQUENTLY ASKED QUESTIONS (FAQS) WILL BE POSTED ON THE TGIY PROGRAM PAGE FOLLOWING THIS WEBINAR AND UPDATED ON A CONTINUAL BASIS.

PROGRAM PURPOSE

- THE PURPOSE OF THIS PROGRAM IS TO PROVIDE A FUNDING OPPORTUNITY FOR ORGANIZATIONS THAT WORK DIRECTLY WITH GANG-INVOLVED YOUTH TO HELP SUCH YOUTH PURSUE HIGHER EDUCATION OPPORTUNITIES THAT WILL LEAD TO CERTIFICATION OR CREDENTIALS.
- SUCH PROGRAMS CAN INCLUDE APPRENTICESHIPS OR OTHER WORKFORCE PREPARATION PROGRAMS THAT PROMOTE JOB READINESS UPON COMPLETION OF THE PROGRAM, WHILE SIMULTANEOUSLY PROVIDING ESSENTIAL WRAP AROUND SERVICES THAT INCLUDE CULTURALLY COMPETENT SOCIAL AND EMOTIONAL SUPPORT.

FY 2023 COMPETITION AT A GLANCE

- APPLICATION AVAILABLE: MAY 18, 2023
- APPLICATION DEADLINE: JULY 17, 2023, AT 11:59PM ET
- ESTIMATED AVAILABLE FUNDS: $4,950,000
- MAXIMUM AWARD: $990,000
- PROJECT PERIOD: 36 MONTHS
- ESTIMATED NUMBER OF AWARDS: 5
- **ALL FUNDED AWARDS WILL BE FRONTLOADED**

- PRIORITIES
  - 1 ABSOLUTE PRIORITY (REQUIRED)
  - 2 COMPETITIVE PREFERENCE PRIORITIES (OPTIONAL)
  - 2 INVITATIONAL PRIORITIES (OPTIONAL)
- THIS PROGRAM USES AN UNRESTRICTED INDIRECT COST RATE . FOR MORE INFORMATION REGARDING INDIRECT COSTS, OR TO OBTAIN A NEGOTIATED INDIRECT COST RATE, PLEASE SEE HTTPS://WWW.2.ED.GOV/ABOUT/OFFICES/LIST/OCFO/INTRO.HTML
- BUDGETS MAY NOT EXCEED THE MAXIMUM AWARD AMOUNT

ELIGIBILITY

- ELIGIBLE APPLICANTS ARE INSTITUTIONS OF HIGHER EDUCATION (IHES) AS DEFINED IN SECTION 101 OF THE HIGHER EDUCATION ACT OF 1965 , AS AMENDED (HEA) (20 U.S.C. 1001), THAT ARE PUBLIC OR PRIVATE IHES
- PUBLIC AND PRIVATE NONPROFIT ORGANIZATIONS AND AGENCIES THAT PARTNER WITH INSTITUTIONS OF HIGHER EDUCATION.

ABSOLUTE PRIORITY

INCREASING POSTSECONDARY EDUCATION ACCESS, AFFORDABILITY, COMPLETION, AND POST-ENROLLMENT SUCCESS.

- PROJECTS THAT ARE DESIGNED TO INCREASE POSTSECONDARY ACCESS, AFFORDABILITY, COMPLETION, AND SUCCESS FOR UNDERSERVED STUDENTS BY ADDRESSING ONE OR MORE OF THE FOLLOWING PRIORITY AREAS:
  - A) INCREASING THE NUMBER AND PROPORTION OF UNDERSERVED STUDENTS WHO ENROLL IN AND COMPLETE POSTSECONDARY EDUCATION PROGRAMS, WHICH MAY INCLUDE STRATEGIES RELATED TO COLLEGE PREPARATION, AWARENESS, APPLICATION, SELECTION, ADVISING, COUNSELING, AND ENROLLMENT
  - B) SUPPORTING THE DEVELOPMENT AND IMPLEMENTATION OF STUDENT SUCCESS PROGRAMS THAT INTEGRATE MULTIPLE COMPREHENSIVE AND EVIDENCE-BASED SERVICES OR ENTITIES, SUCH AS ACADEMIC ADVISING, STRUCTURED/GUIDED PATHWAYS, CAREER SERVICES, CREDIT-BEARING ACADEMIC UNDERGRADUATE COURSES FOCUSED ON CAREER, AND PROGRAMS TO MEET BASIC NEEDS, SUCH AS HOUSING, CHILDCARE AND TRANSPORTATION, STUDENT FINANCIAL AID, AND ACCESS TO TECHNOLOGICAL DEVICES.
  - C) INCREASING THE NUMBER OF INDIVIDUALS WHO RETURN TO THE EDUCATIONAL SYSTEM AND OBTAIN REGULAR HIGH SCHOOL DIPLOMA, OR ITS RECOGNIZED EQUIVALENT FOR ADULT LEARNERS; ENROLL IN AND COMPLETE COMMUNITY COLLEGE, COLLEGE, OR CAREER AND TECHNICAL SHARED WORK, INCLUDING DIVERSE PERSPECTIVES AND THE COMBINED EXPERTISE OF ACADEMIC PARTNERS AND COMMUNITY KNOWLEDGE.

COMPETITIVE PREFERENCE PRIORITIES

- **COMPETITIVE PREFERENCE PRIORITY 1 - MEETING STUDENT SOCIAL, EMOTIONAL, AND ACADEMIC NEEDS (UP TO 10 POINTS)**
  - CREATING A POSITIVE, INCLUSIVE, AND IDENTITY SAFE CLIMATE AT INSTITUTIONS OF HIGHER EDUCATION THROUGH ONE OR MORE OF THE FOLLOWING ACTIVITIES:
    - FOSTERING A SENSE OF BELONGING AND INCLUSION FOR UNDERSERVED STUDENTS
    - IMPLEMENTING EVIDENCE-BASED PRACTICES FOR ADVANCING STUDENT SUCCESS FOR UNDERSERVED STUDENTS
    - PROVIDING EVIDENCE-BASED PROFESSIONAL DEVELOPMENT OPPORTUNITIES DESIGNED TO BUILD ASSET-BASED MINDSETS FOR FACULTY AND STAFF
- **COMPETITIVE PREFERENCE PRIORITY 2 - STRENGTHENING CROSS-AGENCY COORDINATION AND COMMUNITY ENGAGEMENT TO ADVANCE SYSTEMIC CHANGE (UP TO 10 POINTS)**
  - PROJECTS DESIGNED TO TAKE A SYSTEMIC EVIDENCE-BASED APPROACH TO IMPROVING OUTCOMES FOR UNDERSERVED STUDENTS BY COORDINATING EFFORTS WITH FEDERAL, STATE, OR LOCAL AGENCIES, OR COMMUNITY-BASED ORGANIZATIONS, THAT SUPPORT STUDENTS, TO ADDRESS ONE OR BOTH OF THE FOLLOWING:
    - JUSTICE POLICY
    - COLLEGE READINESS

INVITATIONAL PRIORITIES (OPTIONAL)

- ORGANIZATIONS WITH A DEMONSTRATED RECORD OF HELPING GANG-INVOLVED YOUTH ACCESS POSTSECONDARY EDUCATION
  - PROJECTS PROPOSED BY ENTITIES WITH PRIOR EXPERIENCE WORKING DIRECTLY WITH GANG-INVOLVED YOUTH TO HELP SUCH YOUTH PURSUE HIGHER EDUCATION OPPORTUNITIES
  - *GANG-INVOLVED YOUTH MEANS AN INDIVIDUAL BETWEEN THE AGES 14 AND 24 WHO MAY PARTICIPATE IN ACTIVITIES OF A VIOLENT GANG OR WHO MAY FACE AN INCREASED RISK OF GANG EXPOSURE DUE TO PROXIMITY TO COMMUNITIES WITH GANG ACTIVITY AND/OR GANG RELATED CONDITIONS OR OTHER RISK FACTORS.*
- PROMOTING EQUITY AND STUDENT ACCESS TO EDUCATIONAL RESOURCES AND OPPORTUNITIES
  - PROJECTS DESIGNED TO PROMOTE EDUCATIONAL EQUITY AND ADEQUACY AND RESOURCES AND OPPORTUNITY FOR GANG-INVOLVED YOUTH

SELECTION CRITERIA

Selection Criteria	Maximum Points
Quality of the Project Design	20
Quality of Project Services	20
Significance	20
Quality of Project Personnel	20
Quality of the Management Plan	10
Quality of the Project Evaluation	10
Total Maximum Score for Selection Criteria	100
Competitive Preference Priorities	20
Total Possible Score Per Application	120

SELECTION CRITERIA

- THE SELECTION CRITERIA ARE THE CRITERIA AGAINST WHICH THE PEER REVIEWERS EVALUATE AND SCORE EACH APPLICATION.
- THE DEPARTMENT SELECTS GRANTEES BASED ON PEER REVIEWER SCORES, SO CLEARLY ADDRESSING THE SELECTION CRITERIA IS CRITICAL.
- RESPOND TO EACH SELECTION CRITERIA AND EACH SUB-CRITERIA IN THE APPROPRIATE SECTION.
- THE PROJECT NARRATIVE SHOULD BE ORGANIZED IN LABELED SECTIONS THAT CORRESPOND TO AND FOLLOW THE ORDER OF THE SELECTION CRITERIA.
- THE MAXIMUM TOTAL SCORE THAT ANY APPLICANT MAY RECEIVE ON THE SELECTION CRITERIA IS 100 POINTS.
- REMEMBER YOU CAN ALSO RESPOND TO THE CPPS IN YOUR APPLICATION FOR UP TO A TOTAL OF 20 ADDITIONAL POINTS, ALTHOUGH NOT REQUIRED.
- **THE TOTAL POSSIBLE SCORE PER APPLICATION IS 120 POINTS.**

SELECTION CRITERIA

A. QUALITY OF THE PROJECT DESIGN (MAXIMUM 20 POINTS)

THE SECRETARY CONSIDERS THE QUALITY OF THE DESIGN OF THE PROPOSED PROJECT. IN DETERMINING THE QUALITY OF THE DESIGN OF THE PROPOSED PROJECT, THE SECRETARY CONSIDERS THE FOLLOWING FACTORS:

i. THE EXTENT TO WHICH THE DESIGN OF THE PROPOSED PROJECT DEMONSTRATES A RATIONALE. **(UP TO 5 POINTS)**

ii. THE EXTENT TO WHICH THE DESIGN OF THE PROPOSED PROJECT IS APPROPRIATE TO, AND WILL SUCCESSFULLY ADDRESS, THE NEEDS OF THE TARGET POPULATION OR OTHER IDENTIFIED NEEDS. **(UP TO 10 POINTS)**

iii. THE EXTENT TO WHICH THE PROPOSED PROJECT WILL ESTABLISH LINKAGES WITH OTHER APPROPRIATE AGENCIES AND ORGANIZATIONS PROVIDING SERVICES TO THE TARGET POPULATION. **(UP TO 5 POINTS)**

QUESTIONS TO CONSIDER- PROJECT DESIGN

- WHAT ARE THE ISSUES THE PROPOSAL IS ATTEMPTING TO ADDRESS?
- HOW DOES THE PROPOSED PROJECT EXPAND OR STRENGTHEN THE INSTITUTION'S CAPACITY AND ABILITY TO ADDRESS THE NEEDS OF THE TARGET POPULATION?
- DOES THE APPLICATION IDENTIFY CLEAR GOALS, OBJECTIVES, AND OUTCOMES TO BE ACHIEVED BY THE PROJECT? HOW DO THE OBJECTIVES RELATE TO THE PROJECT GOALS AND ANTICIPATED OUTCOMES ? ARE THEY MEASURABLE?
- HOW WILL THE PROJECT CONTINUE AFTER THE GRANT?
- IF THE PROJECT IS SUCCESSFUL, WHAT IMPROVEMENTS OR SYSTEMIC CHANGES ARE EXPECTED?
- HOW DO THE ISSUES, NEEDS, AND PROPOSED ACTIVITIES RELATE TO THE PURPOSE OF THE PROGRAM AND THE TARGETED POPULATION?
- HOW WILL YOU USE DATA TO ENGAGE IN CONTINUOUS IMPROVEMENT?
- HOW WILL THE APPLICANT ADDRESS THE PRIORITIES?
- HOW WOULD THE PROJECT BE PRESENTED USING A LOGIC MODEL?

SELECTION CRITERIA

B. <u>QUALITY OF PROJECT SERVICES</u> (MAXIMUM OF 20 POINTS)

1. THE SECRETARY CONSIDERS THE QUALITY OF THE SERVICES TO BE PROVIDED BY THE PROPOSED PROJECT. IN DETERMINING THE QUALITY OF THE SERVICES TO BE PROVIDED BY THE PROPOSED PROJECT, THE SECRETARY CONSIDERS THE QUALITY AND SUFFICIENCY OF STRATEGIES FOR ENSURING EQUAL ACCESS AND TREATMENT FOR ELIGIBLE PROJECT PARTICIPANTS WHO ARE MEMBERS OF GROUPS THAT HAVE TRADITIONALLY BEEN UNDERREPRESENTED BASED ON RACE, COLOR, NATIONAL ORIGIN, GENDER, AGE, OR DISABILITY. **(UP TO 5 POINTS)**
2. IN ADDITION, THE SECRETARY CONSIDERS THE FOLLOWING FACTORS:

i. THE EXTENT TO WHICH THE SERVICES TO BE PROVIDED BY THE PROPOSED PROJECT ARE APPROPRIATE TO THE NEEDS OF THE INTENDED RECIPIENTS OR BENEFICIARIES OF THESE SERVICES. **(UP TO 5 POINTS)**

ii. THE LIKELY IMPACT OF THE SERVICES TO BE PROVIDED BY THE PROPOSED PROJECT ON THE INTENDED RECIPIENTS OF THOSE SERVICES. **(UP TO 5 POINTS)**

iii. THE EXTENT TO WHICH THE SERVICES TO BE PROVIDED BY THE PROPOSED PROJECT INVOLVE THE COLLABORATION OF APPROPRIATE PARTNERS FOR MAXIMIZING THE EFFECTIVENESS OF PROJECT SERVICES. **(UP TO 5 POINTS)**

QUESTIONS TO CONSIDER – PROJECT SERVICES

- WHAT ARE THE SERVICES AND WHAT IS THE INTENDED OUTCOME/IMPACT OF THOSE SERVICES?
- TO WHAT EXTENT ARE SERVICES SUFFICIENT TO ADDRESS THE UNIQUE NEEDS OF THE TARGET POPULATION?
- IS THE INSTITUTION CONSIDERING NEW AND PROVEN SERVICE MODELS THAT WILL ENSURE THAT THE GOALS OF THE PROPOSED SERVICES/PROJECT ARE ACHIEVED?
- WHAT GAINS ARE EXPECTED AS A RESULT OF THE PROPOSED SERVICES/PROJECT?

SELECTION CRITERIA

C. <u>SIGNIFICANCE</u> (MAXIMUM 20 POINTS)

1. THE SECRETARY CONSIDERS THE SIGNIFICANCE OF THE PROPOSED PROJECT. IN DETERMINING THE SIGNIFICANCE OF THE PROPOSED PROJECT, THE SECRETARY CONSIDERS THE FOLLOWING FACTORS:

i. THE POTENTIAL CONTRIBUTION OF THE PROPOSED PROJECT TO INCREASED KNOWLEDGE OR UNDERSTANDING OF EDUCATIONAL PROBLEMS, ISSUES, OR EFFECTIVE STRATEGIES. **(UP TO 10 POINTS)**

ii. THE LIKELIHOOD THAT THE PROPOSED PROJECT WILL RESULT IN SYSTEM CHANGE OR IMPROVEMENT**. (UP TO 10 POINTS)**

QUESTIONS TO CONSIDER – SIGNIFICANCE

- HOW WILL THE PROJECT HELP THE GRANTEE BUILD UPON EXISTING EFFECTIVE STRATEGIES IN THE FIELD?
- HOW WILL THE PROJECT HAVE AN IMPACT BEYOND THE GRANTEE OR THE COMMUNITY IT SERVES?
- WHAT MECHANISM WILL THE PROJECT DESIGN TO LEVERAGE SUCCESSES AND LESSONS LEARNED TO SIMILAR ORGANIZATIONS OR TARGET POPULATIONS?

SELECTION CRITERIA

D. <u>QUALITY OF PROJECT PERSONNEL</u> (MAXIMUM 20 POINTS)

1. THE SECRETARY CONSIDERS THE QUALITY OF THE PERSONNEL WHO WILL CARRY OUT THE PROPOSED PROJECT. IN DETERMINING THE QUALITY OF PROJECT PERSONNEL, THE SECRETARY CONSIDERS THE EXTENT TO WHICH THE APPLICANT ENCOURAGES APPLICATIONS FOR EMPLOYMENT FROM PERSONS WHO ARE MEMBERS OF GROUPS THAT HAVE TRADITIONALLY BEEN UNDERREPRESENTED BASED ON RACE, COLOR, NATIONAL ORIGIN, GENDER, AGE, OR DISABILITY. **(UP TO 8 POINTS)**
2. IN ADDITION, THE SECRETARY CONSIDERS THE FOLLOWING FACTORS:

i. THE QUALIFICATIONS, INCLUDING RELEVANT TRAINING AND EXPERIENCE, OF THE PROJECT DIRECTOR OR PRINCIPAL INVESTIGATOR. **(UP TO 6 POINTS)**

ii. THE QUALIFICATIONS, INCLUDING RELEVANT TRAINING AND EXPERIENCE, OF KEY PERSONNEL. **(UP TO 6 POINTS)**

QUESTIONS TO CONSIDER – PROJECT PERSONNEL

- DOES THE PROPOSED PROJECT DIRECTOR HAVE EXPERIENCE OR SUBJECT MATTER EXPERTISE WORKING WITH THE TARGET POPULATION?
- HOW WILL THE PROJECT ENSURE EQUITY AND INCLUSION IN HIRING?
- DOES THE PROJECT DIRECTOR HAVE EXPERIENCE OR TRAINING MANAGING SIMILAR PROJECTS AND COLLABORATING WITH MULTIPLE PARTNERS?
- DO THE PROPOSED KEY PERSONNEL HAVE RELEVANT EXPERIENCE OR TRAINING WORKING WITH THE TARGET POPULATION OR PROVIDING SERVICES IN SIMILAR PROGRAMS OR PROJECTS?

SELECTION CRITERIA

E. **<u>QUALITY OF THE MANAGEMENT PLAN</u> (MAXIMUM 10 POINTS)**

1. THE SECRETARY CONSIDERS THE QUALITY OF THE MANAGEMENT PLAN FOR THE PROPOSED PROJECT. IN DETERMINING THE QUALITY OF THE MANAGEMENT PLAN, THE SECRETARY CONSIDERS THE FOLLOWING FACTORS:

i. THE ADEQUACY OF THE MANAGEMENT PLAN TO ACHIEVE THE OBJECTIVES OF THE PROPOSED PROJECT ON TIME AND WITHIN BUDGET, INCLUDING CLEARLY DEFINED RESPONSIBILITIES, TIMELINES, AND MILESTONES FOR ACCOMPLISHING PROJECT TASKS. **(UP TO 5 POINTS)**

ii. HOW THE APPLICANT WILL ENSURE THAT A DIVERSITY OF PERSPECTIVES ARE BROUGHT TO BEAR IN THE OPERATION OF THE PROPOSED PROJECT, INCLUDING THOSE OF PARENTS, TEACHERS, THE BUSINESS COMMUNITY, A VARIETY OF DISCIPLINARY IN PROFESSIONAL FIELDS, RECIPIENTS OR BENEFICIARIES OF SERVICES, OR OTHERS, AS APPROPRIATE. **(UP TO 5 POINTS)**

QUESTIONS TO CONSIDER – MANAGEMENT PLAN

- HOW WILL THE PROPOSED PROJECT BE MANAGED AND WHO WILL MANAGE THE VARIOUS COMPONENTS?
- WHAT IS THE PLAN TO ENSURE PROPER AND EFFICIENT MANAGEMENT OF THE PROJECT, INCLUDING METHODS OF COORDINATION ACROSS ORGANIZATIONAL UNITS, PARTNERS, STAKEHOLDERS, ETC.?
- WILL THE MANAGEMENT PLAN ENABLE THE INSTITUTION TO ACHIEVE THE GOALS AND OBJECTIVES OF THE PROPOSED PROJECT ON TIME AND WITHIN BUDGET , INCLUDING CLEARLY DEFINED RESPONSIBILITIES, TIMELINES, AND MILESTONES FOR ACCOMPLISHING PROJECT TASKS?

SELECTION CRITERIA

F. QUALITY OF THE PROJECT EVALUATION (MAXIMUM 10 POINTS)

1.THE SECRETARY CONSIDERS THE QUALITY OF THE EVALUATION TO BE CONDUCTED OF THE PROPOSED PROJECT. IN DETERMINING THE QUALITY OF THE EVALUATION, THE SECRETARY CONSIDERS THE FOLLOWING FACTORS:

i. THE EXTENT TO WHICH THE GOALS, OBJECTIVES, AND OUTCOMES TO BE ACHIEVED BY THE PROPOSED PROJECT ARE CLEARLY SPECIFIED AND MEASURABLE. **(UP TO 5 POINTS)**

ii. THE EXTENT TO WHICH THE METHODS OF EVALUATION ARE THOROUGH, FEASIBLE, AND APPROPRIATE TO THE GOALS, OBJECTIVES, AND OUTCOMES OF THE PROPOSED PROJECT. **(UP TO 5 POINTS)**

QUESTIONS TO CONSIDER – PROJECT EVALUATION

- WHAT METRICS WILL BE USED TO MEASURE PROGRESS AND ARE THEY CLEARLY ALIGNED TO THE GOALS OF THE PROJECT?
- DOES THE APPLICATION INCLUDE METHODS OF EVALUATION FOR EXAMINING THE EFFECTIVENESS OF THE PROJECT?
- HOW WILL YOU DETERMINE THAT THE METHODS OF EVALUATION ARE THOROUGH, FEASIBLE, AND APPROPRIATE TO THE GOALS, OBJECTIVES, AND OUTCOMES OF THE PROJECT?
- ARE OBJECTIVES CLEAR AND MEASURABLE?
- HOW WILL THE EVALUATION BE USED TO INFORM CONTINUOUS IMPROVEMENT?

ADDRESSING THE PROJECT DESIGN: DEMONSTRATES A RATIONALE & THE LOGIC MODEL

COMPONENTS OF A PROGRAM LOGIC MODEL

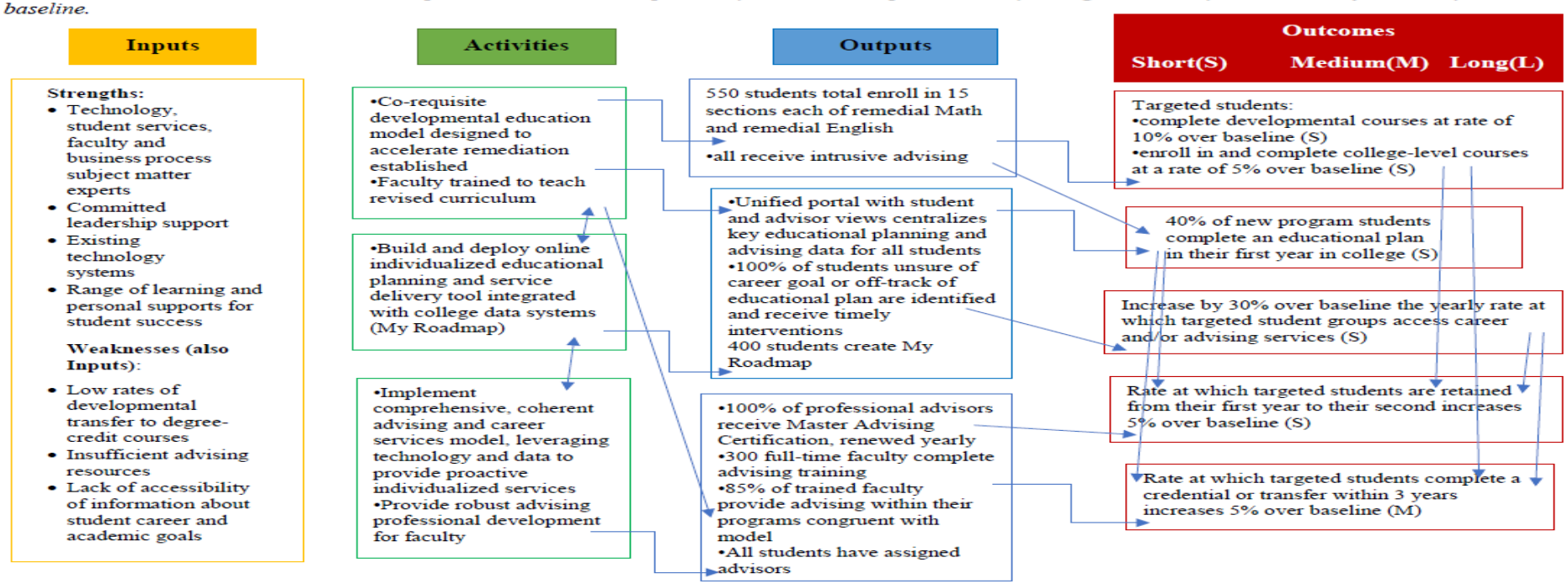
- ***RESOURCES***: MATERIALS TO IMPLEMENT THE PROGRAM
- ***ACTIVITIES:*** STEPS FOR PROGRAM IMPLEMENTATION
- ***OUTPUTS*:** PRODUCTS OF THE PROGRAM
- ***IMPACTS ON OUTCOMES*:** CHANGES IN PROGRAM PARTICIPANTS' KNOWLEDGE, BELIEFS, OR BEHAVIOR



SAMPLE LOGIC MODEL

Logic Model

Overall Outcome/Goal: *To increase developmental education completion by 40%; student persistence by 5%; graduation by 5% and transfer rates by 5% over the baseline.*



Impacts:

▪ Increased enrollments and tuition revenue ▪ Sustainable IT infrastructure ▪ Institutionalized Faculty Advising ▪ More efficient use of advising resources
▪ Improved access and success for low-income and underrepresented students ▪ Transformed delivery of developmental education

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REGIONAL EDUCATIONAL LABORATORY (REL) RESOURCES ON LOGIC MODELS

- *HSI DIVISION LOGIC MODEL WEBINAR – PART 1 (ENCORE): THEORY AND FUNDAMENTALS (MARCH 23, 2023),* *HTTPS://YOUTU.BE/SQ2_C_V_OJW*
- *LOGIC MODELS: A TOOL FOR EFFECTIVE PROGRAM PLANNING, COLLABORATION, AND MONITORING*
  HTTPS://IES.ED.GOV/NCEE/EDLABS/PROJECTS/PROJECT.ASP?PROJECTID=409
- *LOGIC MODELS: A TOOL FOR DESIGNING AND MONITORING PROGRAM EVALUATIONS*
  HTTPS://IES.ED.GOV/NCEE/EDLABS/PROJECTS/PROJECT.ASP?PROJECTID=404
- *LOGIC MODELS FOR PROGRAM DESIGN, IMPLEMENTATION, AND EVALUATION*: WORKSHOP TOOLKIT
  HTTPS://IES.ED.GOV/NCEE/EDLABS/PROJECTS/PROJECT.ASP?PROJECTID=401
- *EDUCATION LOGIC MODEL* APPLICATION FOR CREATING LOGIC MODELS:
  HTTPS://IES.ED.GOV/NCEE/EDLABS/REGIONS/PACIFIC/ELM.ASP

UNDERSTANDING INDIRECT COSTS

INDIRECT COST

- THIS PROGRAM USES AN UNRESTRICTED INDIRECT COST RATE.
- FOR MORE INFORMATION REGARDING INDIRECT COSTS, PLEASE SEE: HTTPS://WWW2.ED.GOV/ABOUT/OFFICES/LIST/OCFO/INTRO.HTML OR CONTACT INDIRECTCOSTDIVISION@ED.GOV

- **UNIFORM GUIDANCE**
  - 2 CFR 200 SUBPART E
  - FAQS: HTTPS://WWW.CFO.GOV/WP-CONTENT/UPLOADS/2014/11/2014-11-26-FREQUENTLY-ASKED-QUESTIONS.PDF
- **DEPARTMENTAL REGULATIONS**
  - EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS
  - 34CFR 75.560 - 75.580
  - 34 CFR 76.560 - 76.580

BUDGET TIPS

- BUDGET SHOULD REFLECT THE SCALE AND SCOPE OF THE PROJECT.
- BUDGETS MAY NOT EXCEED THE ESTIMATED RANGE OF $990,000.
- COMPLETE THE ED STANDARD FORM 524 AND PREPARE A DETAILED BUDGET NARRATIVE THAT INCLUDES THE COSTS AND JUSTIFICATION OF COSTS.
- NO COST SHARE OR MATCHING REQUIREMENTS.
- PLEASE SEE THE UNIFORM GUIDANCE FOR ALL ALLOWABLE COSTS/ACTIVITIES.
- THIS PROGRAM USES AN UNRESTRICTED INDIRECT COST RATE.
- BUDGETS WILL BE EVALUATED BY PEER REVIEWERS FOR RELEVANCE AND APPROPRIATENESS. PROGRAM STAFF WILL ALSO REVIEW BUDGETS TO ENSURE THAT PROPOSED COSTS ARE JUSTIFIABLE, REASONABLE, AND ALLOWABLE.

GPRA PERFORMANCE MEASURES

THE GPRA PERFORMANCE INDICATORS FOR THIS PROGRAM ARE:

1. NUMBER OF PROJECT PARTICIPANTS ENROLLED IN THE POST-SECONDARY EDUCATION PROGRAM.

2. NUMBER OF PROJECT PARTICIPANTS EARNING A CERTIFICATE, DEGREE, OR OTHER CREDENTIALS.

3. NUMBER OF PROJECT PARTICIPANTS ACTIVE IN PAID INTERNSHIPS, APPRENTICESHIPS, OR OTHER WORK EXPERIENCES.

PLANNING YOUR GRANT APPLICATION

- IDENTIFY GOALS FOR YOUR PROPOSED PROJECT AND THEIR FOCUS ON THE PROJECT RECIPIENTS.
- ANALYZE EVERY PROPOSED ACTIVITY TO ENSURE THAT IT IS ATTAINABLE, MEANINGFUL, AND MEASURABLE.
- CHOOSE METRICS AND EVALUATION METHODS THAT WILL PROVIDE YOU WITH ROBUST FEEDBACK TO MAKE CONTINUOUS IMPROVEMENTS TO THE PROJECT.
- BE REALISTIC AND STRAIGHTFORWARD ABOUT EVERY ASPECT OF YOUR PROJECT DESIGN.
- DESIGN ACTIVITIES AND SERVICES THAT ARE MANAGEABLE AND DIRECTLY ADDRESS YOUR IDENTIFIED CHALLENGES AND ISSUES.
- FORECAST AND CREATE AN IMPLEMENTATION AND MANAGEMENT PLAN THAT IS REALISTIC.

PLANNING YOUR GRANT APPLICATION

- USE ANALYSIS AND EVALUATION TO IDENTIFY CHALLENGES OR ISSUES.
- DEDICATE ADEQUATE RESOURCES AND TIME TO DEVELOP YOUR FUNDING APPLICATION AND TO THE PROJECT, INCLUDING CLEARLY OUTLINING THE ROLES AND RESPONSIBILITIES OF YOUR PARTNERS.
- WORK TOWARDS SUSTAINABILITY OF YOUR PROJECT.
- KNOW YOUR BUDGET AND ENSURE THAT ALL COSTS ARE ALLOWABLE, ALLOCABLE, AND REASONABLE.
- IDENTIFY GOALS OF YOUR PROPOSED PROJECT, ESPECIALLY HOW THEY WILL FOCUS ON POSITIVE STUDENT OUTCOMES.
- ANALYZE EVERY PROPOSED ACTIVITY TO ENSURE THAT IT IS ATTAINABLE, MEANINGFUL, AND MEASURABLE.
- CHOOSE METRICS AND EVALUATION METHODS THAT WILL PRODUCE EVIDENCE ABOUT THE PROJECTS EFFECTIVENESS.
- USE THE IDENTIFIED PERFORMANCE MEASURES TO BUILD YOUR PROJECT ASSESSMENTS.

PLANNING YOUR GRANT APPLICATION

- **WE RECOMMEND A LIMIT OF NO MORE THAN 60 PAGES**. THIS ONLY APPLIES TO THE APPLICATION NARRATIVE AND DOES NOT APPLY TO THE COVER SHEET, BUDGET SECTION AND BUDGET JUSTIFICATION, ASSURANCES AND CERTIFICATIONS, ONE-PAGE ABSTRACT, RESUMES/CVS, BIBLIOGRAPHY, OR LETTERS OF SUPPORT.
- WE RECOMMEND THAT IF YOU ARE ADDRESSING THE OPTIONAL PRIORITIES, INCLUDE NO MORE THAN 3 ADDITIONAL PAGES.
- DOUBLE SPACE ALL TEXT IN THE NARRATIVE, INCLUDING TITLES, HEADINGS, FOOTNOTES, QUOTATIONS, REFERENCES, AND CAPTIONS.
- USE A READABLE 12-POINT FONT (E.G., TIME NEW ROMAN, COURIER, OR ARIAL).

STRUCTURING YOUR GRANT APPLICATION

- WE STRONGLY RECOMMEND ORGANIZING YOUR APPLICATION ACCORDING TO THE SELECTION CRITERIA, SO THAT THE INFORMATION IS EASILY FOUND BY THE REVIEWERS.
- REMEMBER REVIEWERS WILL DETERMINE THE EXTENT TO WHICH THE APPLICANT MEETS THE CRITERION, SO IT IS IMPORTANT TO BE CLEAR AND CONCISE IN YOUR RESPONSES, AND THAT REVIEWERS DON'T HAVE TO SEARCH THROUGH YOUR APPLICATION TO FIND THE INFORMATION.
- ENSURE REVIEWERS KNOW EXACTLY WHICH CRITERIA YOU ARE RESPONDING TO.

REVIEW AND SELECTION PROCESS

REVIEW AND SELECTION PROCESS

- Applications are screened to ensure that they meet all the requirements of the program.
- Peer reviewers have expertise in areas pertinent to the grant program.
- All reviewers are screened for conflicts of interest to ensure a fair and competitive review process.
- Reviewers will read and score applications for each selection criterion, the competitive preference priority, and invitational priority, if applicable.
- A rank order of all applications is developed based on the peer review score.

SUBMISSION INFORMATION

LOGISTICAL ADVICE

- **Register early:** Grants.gov registration involves many steps including registration on SAM (www.sam.gov). Make sure you are properly registered, your profile is current, and you are applying to the correct grant opportunity number (ED-GRANTS-051823-001).
- **Write clearly:** Peer reviewers have only your writing to evaluate.
- Ensure that your IHE's **UEI number** is up-to-date and active in SAM https://www.Sam.Gov/sam/.
- **Submit Early:** Do not wait until the last day to submit your application.

READ THE NIA. UNDERSTAND THE REQUIREMENTS. PLAN AHEAD.

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THIS WEBINAR ONLY PROVIDES TECHNICAL ASSISTANCE.

SUBMITTING YOUR APPLICATION IN GRANTS.GOV

HTTPS://WWW.GRANTS.GOV/

- SEACH GRANTS FOR
  - ALN 84.116Y or
  - FUNDING OPPORTUNITY NUMBER: ED-GRANTS-051803-001

- You will find all the application information and instructions, including the NIA and application booklet, which outlines the checklist and forms you are required to complete.

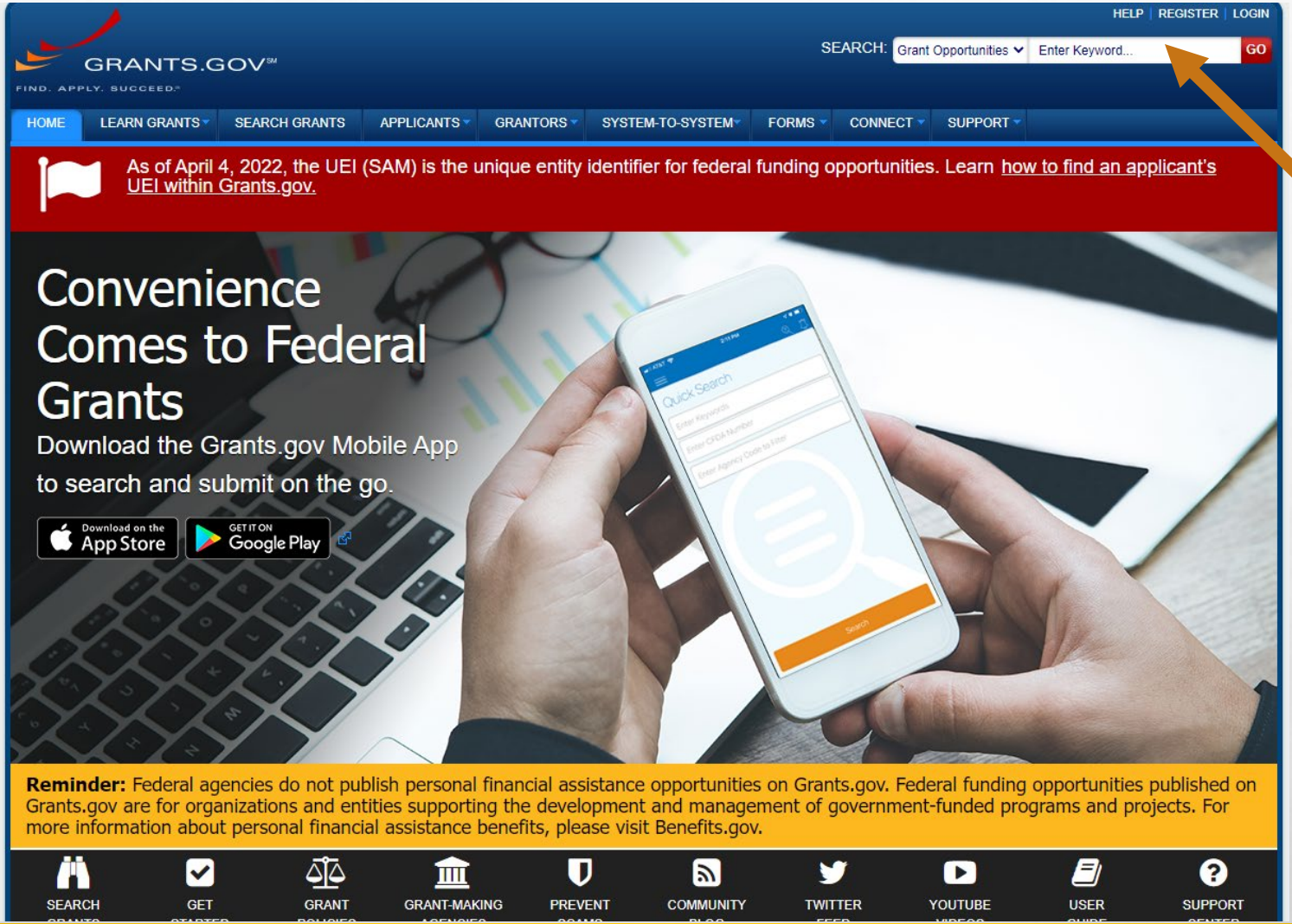
- After submitting an application in Grants.gov, you cannot "un-submit" to correct an error or add any documents inadvertently omitted. If you discover changes or additions are needed after submitting your application, you must resubmit the entire application.

NOTE: If the Department receives a duplicate application, the Department will accept and process the application with the latest date/time received validation.

SUBMITTING YOUR APPLICATION IN GRANTS.GOV

- Electronic submission required through grants.gov unless you have a waiver. The application uploading process is time consuming. Please submit your application early.
- Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application.
- Workspace, Adobe Forms and PDF Files are required.
- For access to complete instructions on how to apply for opportunities, refer to: https://www.grants.gov/web/grants/applicants/workspace-overview.html.
- If you have problems submitting to Grants.gov, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants.

NAVIGATING GRANTS.GOV


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SEARCH: Grant Opportunities Enter Keyword... GO
HOME
LEARN GRANTS
SEARCH GRANTS
APPLICANTS
GRANTORS
SYSTEM-TO-SYSTEM
FORMS
CONNECT
SUPPORT
As of April 4, 2022, the UEI (SAM) is the unique entity identifier for federal funding opportunities. Learn how to find an applicant's UEI within Grants.gov.
Convenience Comes to Federal Grants
Download the Grants.gov Mobile App to search and submit on the go.
Download on the App Store
GET IT ON Google Play
Reminder: Federal agencies do not publish personal financial assistance opportunities on Grants.gov. Federal funding opportunities published on Grants.gov are for organizations and entities supporting the development and management of government-funded programs and projects. For more information about personal financial assistance benefits, please visit Benefits.gov.
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SEARCH: Grant Opportunities | Enter Keyword... | GO

HOME | LEARN GRANTS | SEARCH GRANTS | APPLICANTS | GRANTORS | SYSTEM-TO-SYSTEM | FORMS | CONNECT | SUPPORT

GRANTS.GOV › *Search Grants*

SEARCH GRANTS

BASIC SEARCH CRITERIA:

Keyword(s): ED-GRANTS-0518-23-001

Opportunity Number:

CFDA:

SEARCH

OPPORTUNITY STATUS:

- [x] Forecasted (0)
- [x] Posted (1)
- [ ] Closed (0)
- [ ] Archived (0)

FUNDING INSTRUMENT TYPE:

- [x] All Funding Instruments
  - [ ] Grant (1)

Search Tips | Export Detailed Data | Save Search »

SORT BY: Relevance (Descending) Update Sort

DATE RANGE: All Available Update Date Range

1 - 1 OF 1 MATCHING RESULTS:

Opportunity Number	Opportunity Title	Agency	Opportunity Status	Posted Date	Close Date
ED-GRANTS-051823-001	Office of Postsecondary Education (OPE): Higher Education Programs (HEP): Fund for the Improvement of Postsecondary Education (FIPSE): Transitioning Gang-Involved Youth to Higher Education Program, Assistance Listing Number 84.116Y	ED	Posted	05/18/2023	07/17/2023

https://www.grants.gov/web/grants/search-grants.html?keywords=ED-GRANTS-0518-23-001

Department of Education Links | Bing | Video Conferencing... | Quicktime Quicktim... | E2 Solutions - CW... | HSI Division - Home | connectED Home -... | Other favorites

Improvement of Postsecondary Education (FIPSE): Transitioning Gang-Involved Youth to Higher Education Program, Assistance Listing Number 84.116Y
Department of Education

Apply | Subscribe

SYNOPSIS | VERSION HISTORY | **RELATED DOCUMENTS** | PACKAGE

Print Related Documents List

Notification History:

Type	Date	Modification Description
Related Documents	May 19, 2023	The FY 2023 TGIY Pre-Application webinar schedule is now available.

Click on the following file link(s) to download the related document(s):

File Description	File Name	Last Updated Date/Time	File Size
Folder: Full Announcement - Assistance Listing No. 84.116Y	ED-GRANTS-051823-001-Full Announcement - Assistance Listing No. 84.116Y.zip	May 18, 2023 09:12:39 AM EDT	362.8 KB
Common Instructions for Department of Education Discretionary Grant Programs Document	2022-26554.pdf	May 15, 2023 06:24:12 PM EDT	201.8 KB
Notice Inviting Applications for New Awards for Fiscal Year (FY) 2023 Document	2023-10625.pdf	May 18, 2023 09:12:39 AM EDT	216.3 KB
Folder: Other Supporting Documents - FY2023 TGIY App. Booklet	ED-GRANTS-051823-001-Other Supporting Documents - FY2023 TGIY App. Booklet.zip	May 19, 2023 10:52:25 AM EDT	722.4 KB
FY 2023 Program Application Booklet	FY23 TGIY Program_Application Booklet_5.18.2023.pdf	May 18, 2023 10:25:17 AM EDT	771.1 KB
Pre-Application Webinar Info.	FY 2023 TGIY Preapplication Webinar Schedule_5.18.2023.pdf	May 19, 2023 10:52:25 AM EDT	63.7 KB

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10:44 AM
6/1/2023

36

Preview Opportunity Package Details

Opportunity Package Details:

Agency Contact Information: Jymece Seward
Education Program Specialist
E-mail: jymece.seward@ed.gov
Phone: 2024536138

Who Can Apply: Organization Applicants

PACKAGE FORMS: Download Instructions

Mandatory Forms (Click to Preview)	Optional Forms (Click to Preview)
» Application for Federal Assistance (SF-424) [V4.0] » U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS [V1.4] » Grants.gov Lobbying Form [V1.1] » ED General Education Provisions Act (GEPA) 427 Form [V2.0] » ED SF424 Supplement [V3.0] » ED Abstract Form [V1.1] » Project Narrative Attachment Form [V1.2] » Budget Narrative Attachment Form [V1.2] » Other Attachments Form [V1.2]	» Disclosure of Lobbying Activities (SF-LLL) [V2.0]

Close

https://www2.ed.gov/programs/giyp/index.html

U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education
Washington, DC 20202

FY 2023
APPLICATION FOR GRANTS UNDER THE TRANSITIONING GANG-INVOLVED YOUTH INTO HIGHER EDUCATION PROGRAM

Assistance Listing Number (ALN): 84.116Y
Form Approved
OMB No. 1894-0006, Expiration Date: 02/29/2024

DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: July 17, 2023

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APPLICATION CHECKLIST

Part I

- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Information for SF 424

Part II

- Budget Summary (ED Form 524)
  - Sections A & B
  - Section C “Budget Narrative Attachment Form”

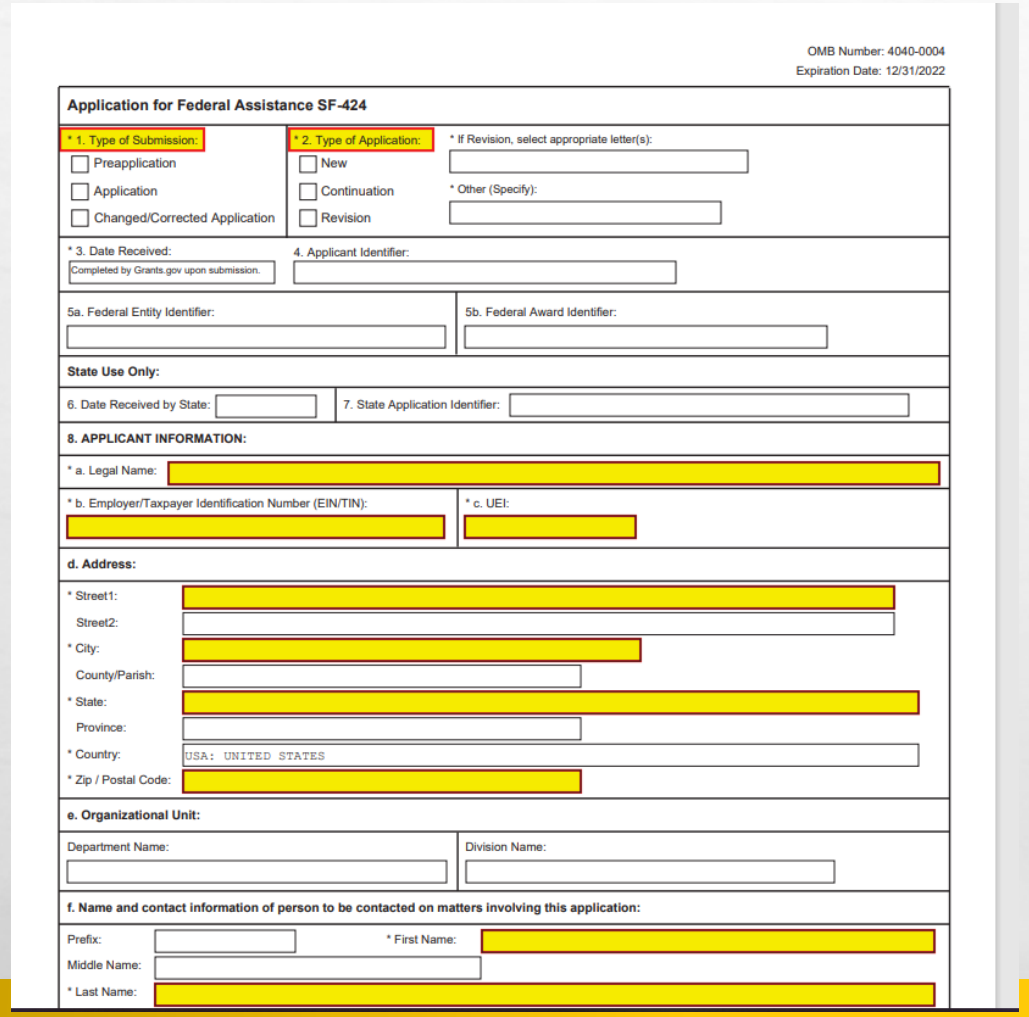
Part III

- ED Abstract Form
  - Overview of how project meets priorities
- Project Narrative Form
  - Optional “Table of Contents”
  - Responses to selection criteria
- Other Attachments Form
  - Curriculum Vitae (CV)
  - Letters of commitment and support from all members of the consortium
  - Bibliography
- GEPA Section 427 Form

Part IV

- Assurances/Certifications
  - Disclosure of Lobbying Activities (SF- LLL)
  - Grants.gov Lobbying Form (ED-80- 0013)

Application Checklist: Part 1



OMB Number: 4040-0004
Expiration Date: 12/31/2022

Application for Federal Assistance SF-424

* 1. Type of Submission:
- ☐ Preapplication
- ☐ Application
- ☐ Changed/Corrected Application

* 2. Type of Application:
- ☐ New
- ☐ Continuation
- ☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. UEI:

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code:

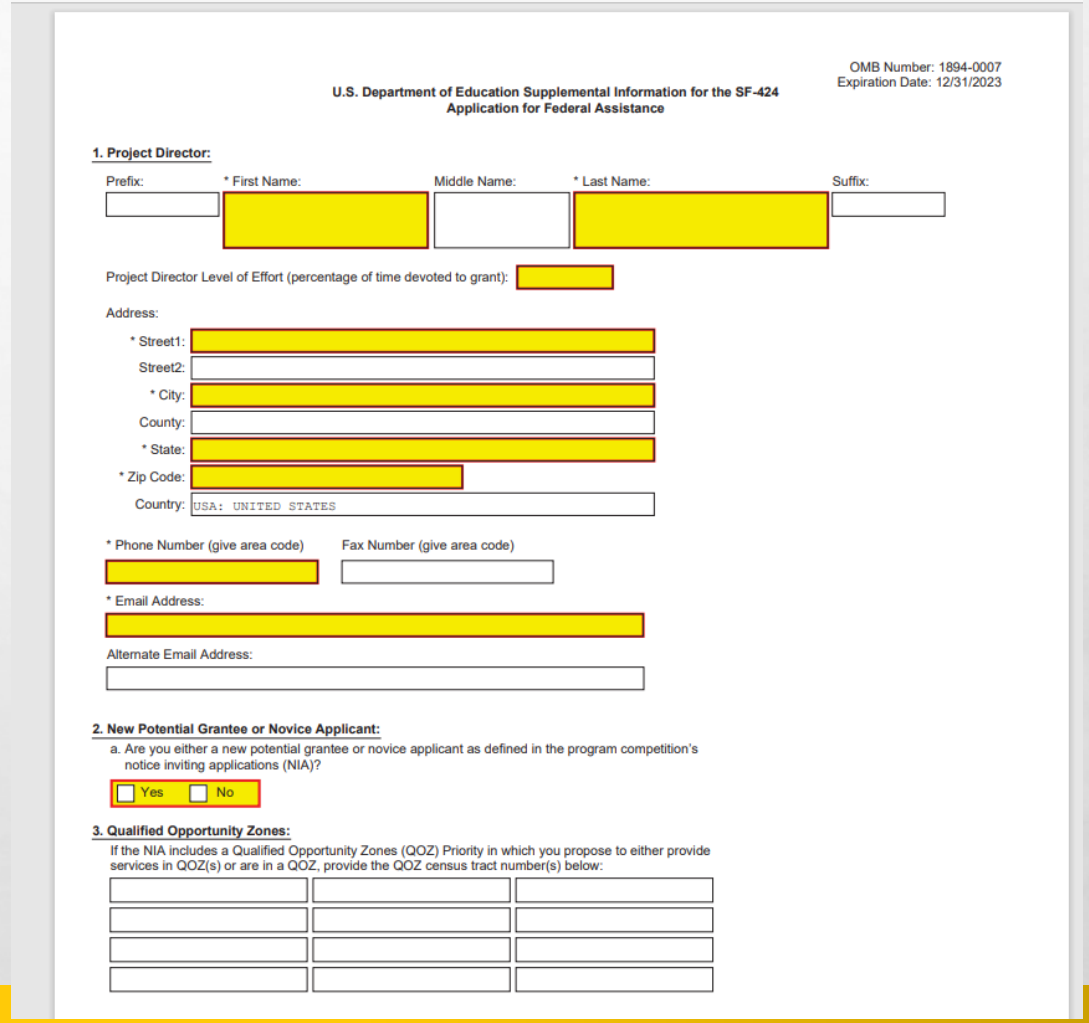
e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:
* First Name:
Middle Name:
* Last Name:



OMB Number: 1894-0007
Expiration Date: 12/31/2023

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

1. Project Director:

Prefix:
* First Name:
Middle Name:
* Last Name:
Suffix:

Project Director Level of Effort (percentage of time devoted to grant):

Address:
* Street1:
Street2:
* City:
County:
* State:
* Zip Code:
Country: USA: UNITED STATES

* Phone Number (give area code)
Fax Number (give area code)

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

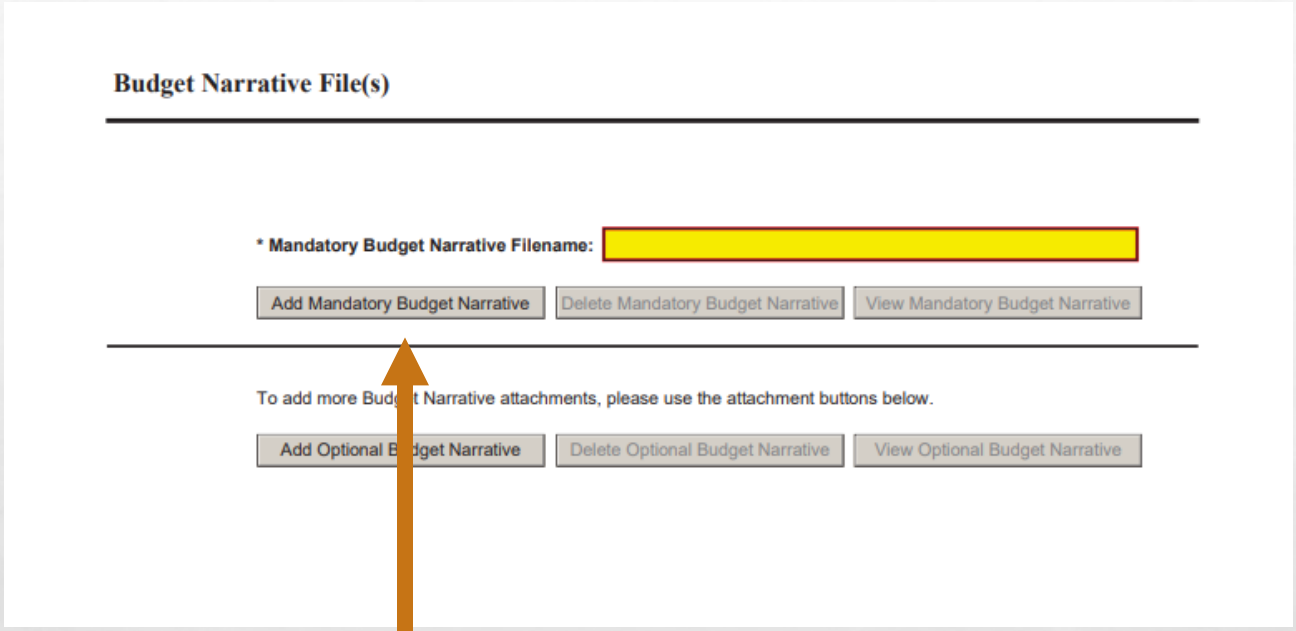
a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☐ Yes ☐ No

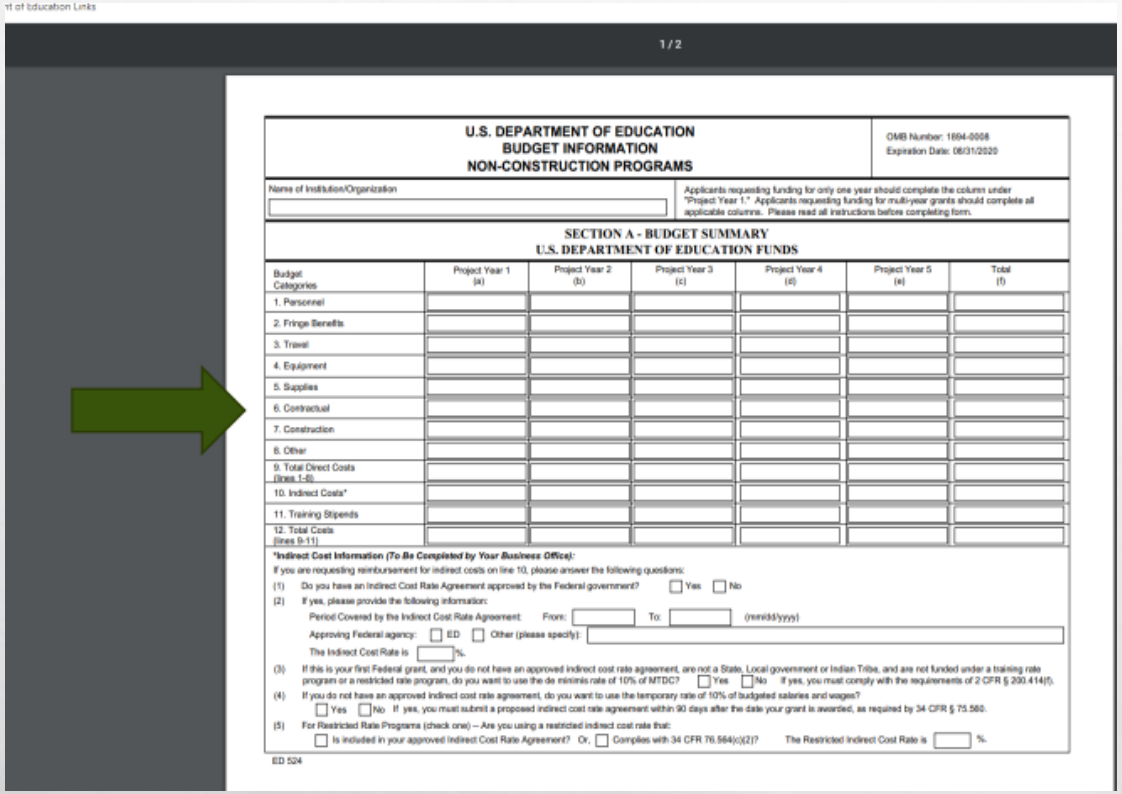
3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

Application Checklist: Part 2



Application Checklist: Part 2



1 / 2

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

ED 524

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

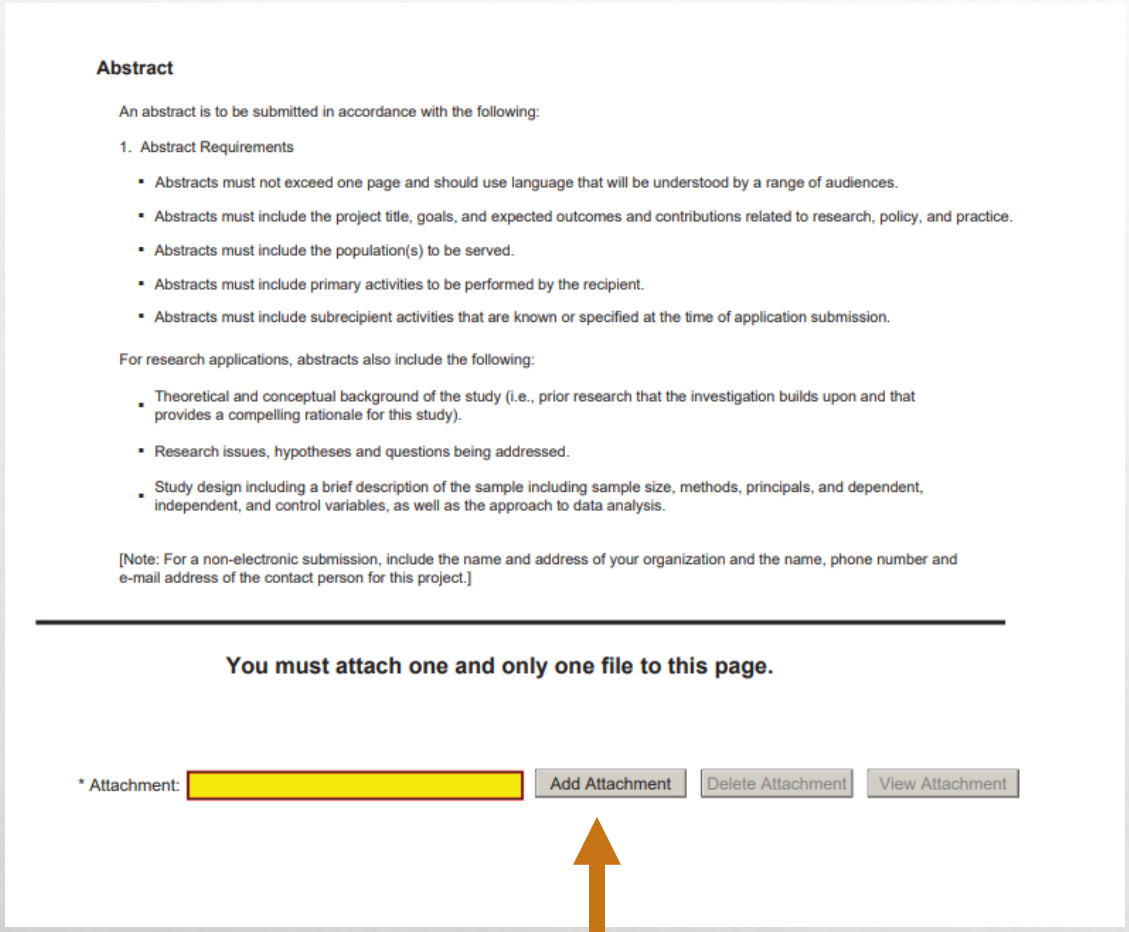
SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Application Checklist: Part 3



Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

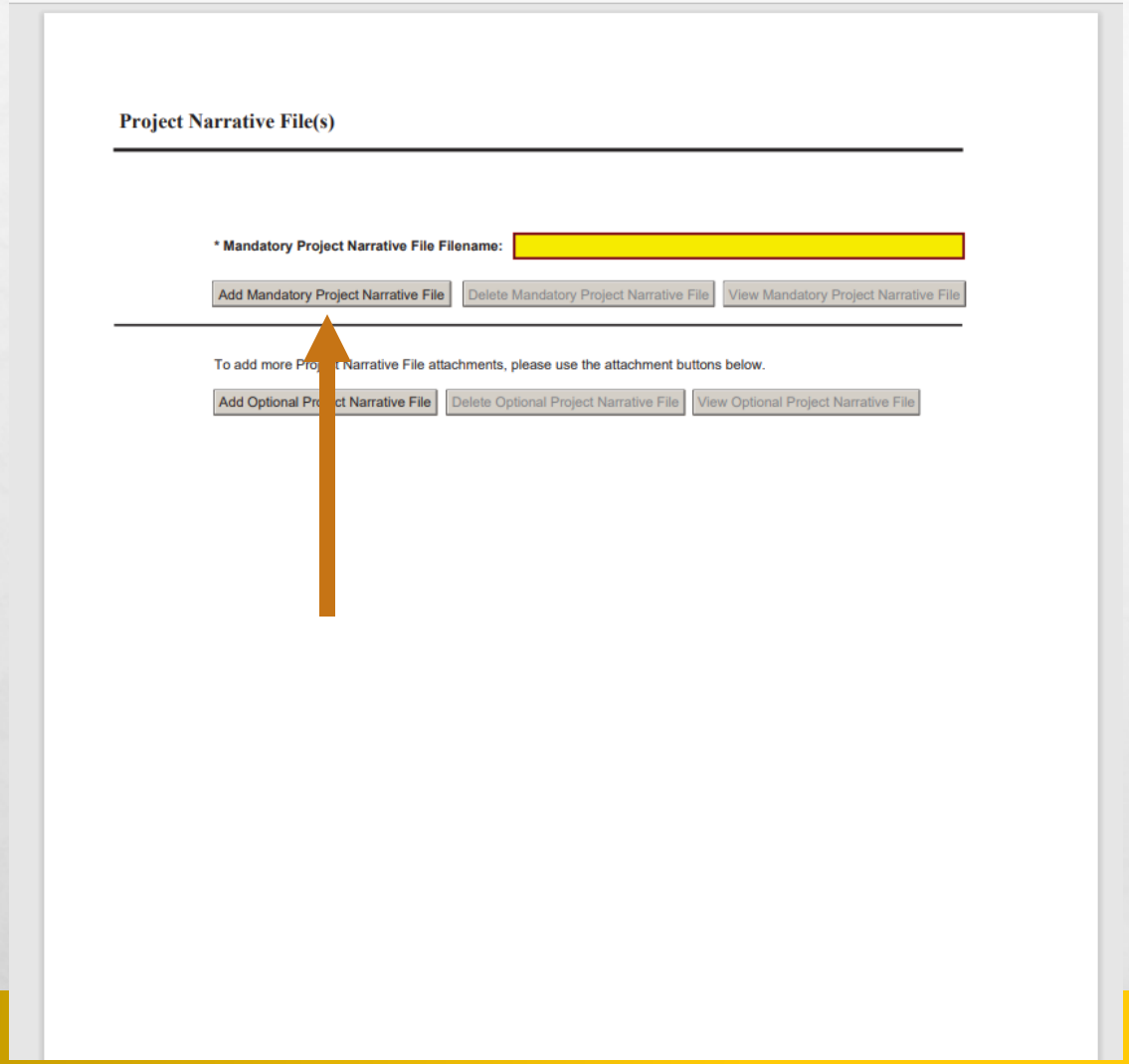
You must attach one and only one file to this page.

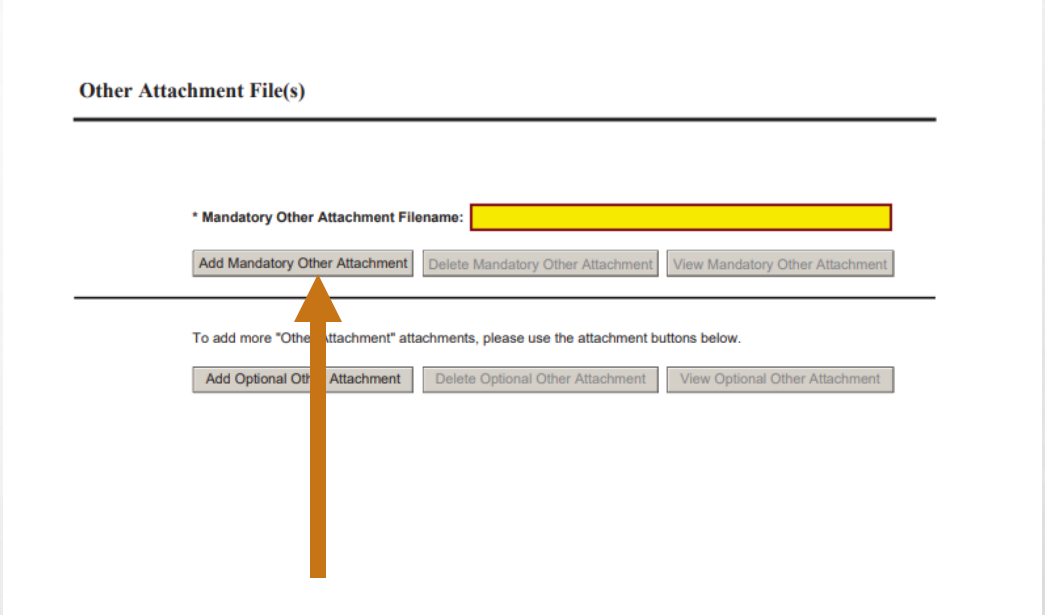
* Attachment: Add Attachment Delete Attachment View Attachment

Required Abstract - Clearly indicate:

- Applicant institution, or nonprofit organization or agency, and partner institutions
- Project title
- Proposed partners for the purpose of meeting the priorities
- Target Population (e.g., faculty, staff, students)
- Services and Proposed Activities
- Anticipated Results (e.g., learning outcomes) and citations
- Absolute Priorities Addressed: Yes or No; Briefly describe how they are addressed
- Competitive Preference Priority Addressed: Yes or No; Briefly describe how it is addressed and indicate the institution/s that the applicant is proposing to partner with for the purpose of meeting this priority.
- Invitational Priority or Priorities Addressed: Yes or No; Briefly describe how it is addressed

Application Checklist: Part 3





- ❑ Curriculum Vitae (CV)
- ❑ Letters of commitment and support from all members of the consortium
- ❑ Bibliography

CALL FOR PEER REVIEWERS

- Those interested in reading for this program must register or (if already registered) update their information in G5 at www.G5.Gov.

- Please contact Jymece.Seward@ed.gov to sign up and for more information.

GENERAL OVERVIEW OF GEPA SECTION 427

PURPOSE: TO ENSURE EQUITABLE ACCESS TO, AND PARTICIPATION IN, FEDERALLY-ASSISTED PROGRAMS FOR ALL BENEFICIARIES.

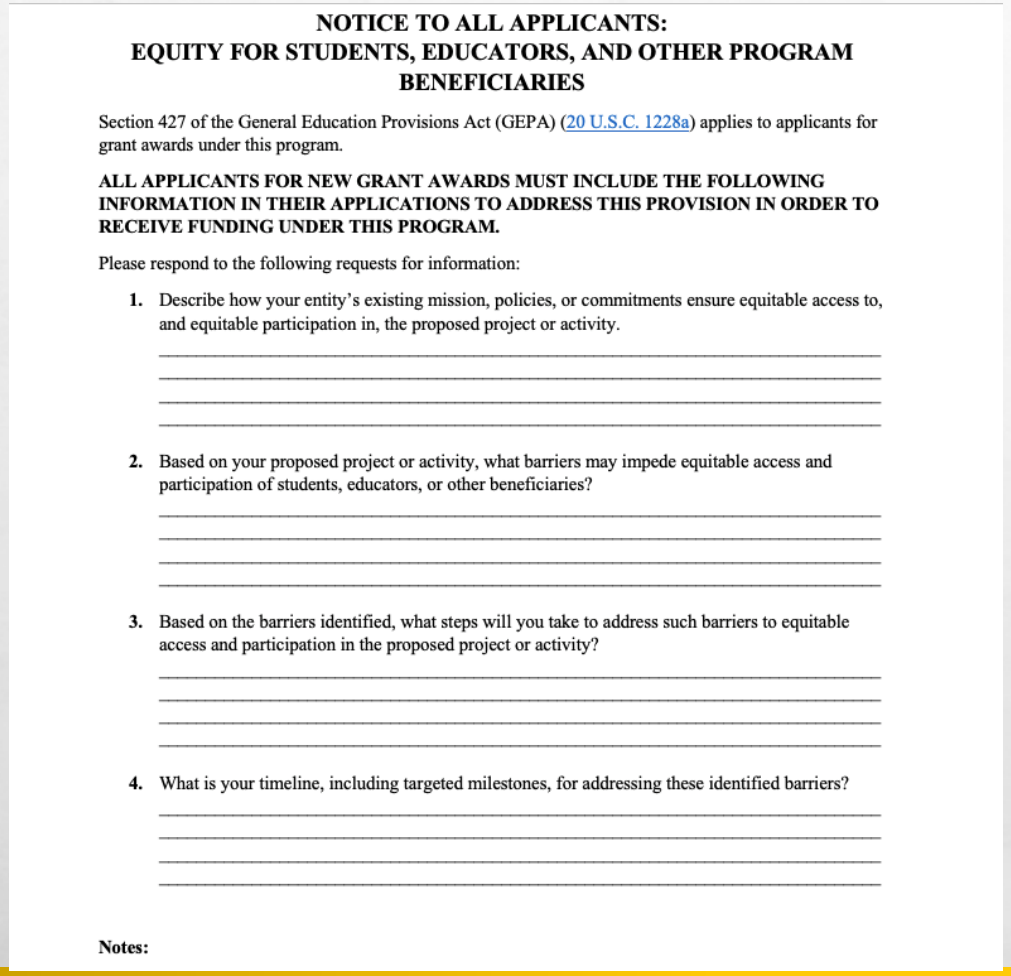
Section 427 highlights, but is not limited to, six barriers that can impede equitable access or participation:



GEPA SECTION 427 STANDARD FORM CHANGES

Original Form	Updated Form
1. ONE OVERALL GENERAL REQUIREMENT 2. FLEXIBILITY TO DETERMINE AND DEFINE THE BARRIERS TO "EQUITABLE ACCESS" AND "EQUITABLE PARTICIPATION" 3. DISCRETION IN HOW TO DESCRIBE PLANS TO ADDRESS THE IDENTIFIED BARRIERS 4. DESCRIPTION MAY BE PROVIDED IN A SEPARATE NARRATIVE OR IN CONNECTION WITH RELATED TOPICS IN THE APPLICATION	1. APPLICANTS RESPOND TO FOUR QUESTIONS WITH SPECIFICITY. 2. FLEXIBILITY TO DETERMINE AND DEFINE THE BARRIERS TO "EQUITABLE ACCESS" AND "EQUITABLE PARTICIPATION." 3. A TIMELINE FOR MEETING TARGETED MILESTONES FOR REMOVING IDENTIFIED BARRIERS.

Updated GEPA Form Has Four Questions



NOTICE TO ALL APPLICANTS:
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1228a) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

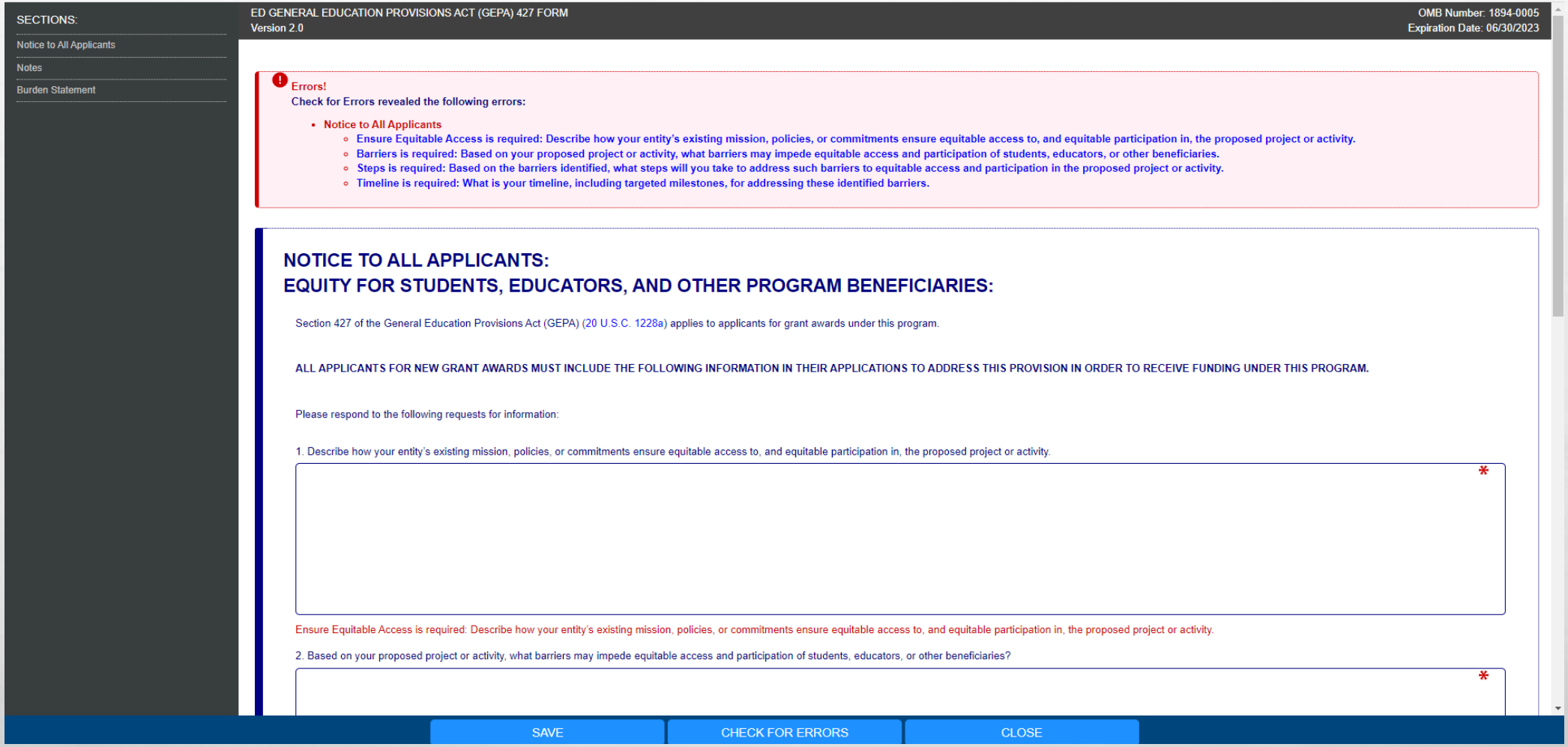
Notes:

Applicants must respond to each question on the standard form and submit the form with its grant application package or State plan.

For Grants.gov application submissions:

1. The updated form is integrated into Grants.gov and no longer needs to be uploaded as PDF.
2. The form is electronic and each text box response allows 4,000 characters.
3. An error message is received if a response is missing and the form can not be saved. (See next slide.)

SAMPLE ERROR MESSAGE



GRANT PROGRAM EXAMPLE

- **GRANT PROGRAM GOAL**: TO PROVIDE *GRANTS TO ALTERNATIVE HIGH SCHOOLS, NON-PROFIT ORGANIZATIONS, AND COMBINATIONS OF THOSE INSTITUTIONS* TO PROVIDE ACADEMICS AND OTHER SUPPORT SERVICES TO PREPARE LOW-INCOME, FIRST-GENERATION COLLEGE STUDENTS, AND OTHER UNDERREPRESENTED STUDENTS FOR A COLLEGE EDUCATION.
- **ED STRONG INTEREST IN**: ENSURING *LOW-INCOME STUDENTS, FIRST-GENERATION COLLEGE STUDENTS, STUDENTS WHO ARE ENGLISH LEARNERS, STUDENTS WITH DISABILITIES, HOMELESS STUDENTS, STUDENTS WHO ARE IN FOSTER CARE, AND OTHER DISCONNECTED STUDENTS*, RECEIVE THE NECESSARY SUPPORT TO ASSIST THEM IN SUCCESSFULLY PURSUING A COLLEGE EDUCATION.
- THE SEVERAL SLIDES THAT FOLLOW PROVIDE AN EXAMPLE RESPONSE TO EACH QUESTION ON THE NEW SECTION 427 FORM FROM A FICTITIOUS ORGANIZATION APPLYING FOR FEDERAL FUNDS.

QUESTION ONE – RESPONSE EXAMPLE

1. DESCRIBE HOW YOUR ENTITY'S EXISTING MISSION, POLICIES, OR COMMITMENTS ENSURE EQUITABLE ACCESS TO, AND EQUITABLE PARTICIPATION IN, THE PROPOSED PROJECT OR ACTIVITY.

OUR ORGANIZATION HAS A CONTRACT WITH THE CITY TO OPERATE A NON-TRADITIONAL HIGH SCHOOL IN THE LOCAL YMCA. AS **NON-TRADITIONAL,** WE WILL **OPEN EARLIER AND REMAIN OPEN LONGER** THAN A REGULAR HIGH AND BE **OPEN SEVEN DAYS A WEEK** TO WORK WITH STUDENTS LIVING ON THEIR OWN, STUDENTS THAT ARE HOMELESS, AND STUDENTS EXPELLED FROM A REGULAR HIGH SCHOOL. ONE OF THE GOALS OF OUR ORGANIZATION IS **TO ENSURE HOMELESS AND OTHER NON-TRADITIONAL STUDENTS** ARE ABLE TO **OBTAIN HIGH SCHOOL DIPLOMAS**.

QUESTION 2 – RESPONSE EXAMPLE

2. BASED ON YOUR PROPOSED PROJECT OR ACTIVITY, WHAT BARRIERS MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION OF STUDENTS, EDUCATORS, OR OTHER BENEFICIARIES?

BASED ON THE POPULATION THAT IS CURRENTLY SERVED OUR ORGANIZATION HAS IDENTIFIED HOMELESS STATUS OR HOUSING INSECURITY, PREGNANCY, AND LANGUAGE AS POTENTIAL BARRIERS.

QUESTION 3 – RESPONSE EXAMPLE

3. BASED ON THE BARRIERS IDENTIFIED, WHAT STEPS WILL YOU TAKE TO ADDRESS SUCH BARRIERS TO EQUITABLE ACCESS AND PARTICIPATION IN THE PROPOSED PROJECT OR ACTIVITY?

WE INTEND TO **OFFER CORE SUBJECTS OF VARYING LEVELS OF MATH, READING, AND SCIENCE, SEVERAL TIMES THROUGHOUT THE DAY AND EVENING** IN SMALL GROUP SETTINGS SO THAT REGISTERED STUDENTS ARE ABLE TO ATTEND CLASSES NEEDED TO GRADUATE. DAILY ATTENDANCE WILL BE REQUIRED ALTHOUGH NOT AT ANY SET TIME. **MULTI-LINGUAL COUNSELORS WILL BE ON SIGHT** AT VARIOUS TIMES TO REGULARLY ENGAGE WITH EACH STUDENT. A **MOBILE HEALTH TRUCK** WILL BE ONSITE BI-WEEKLY TO ADDRESS HEALTH AND SAFETY ISSUES.

QUESTION 4 – RESPONSE EXAMPLE

4. WHAT IS YOUR TIMELINE, INCLUDING TARGETED MILESTONES, FOR ADDRESSING THESE IDENTIFIED BARRIERS?

- EXTENSIVE OUTREACH THROUGH **POSTERS AND FLYERS POSTED AT LOCAL COMMUNITY ORGANIZATIONS AND SHOPS**, SUPPORT FROM THE YMCA PATRONS, MOBILE HEALTH VAN TEAM, AND OUR **COUNSELING STAFF CONDUCTING DAILY FOOT PATROLS** WITHIN A SPECIFIC PERIMETER AND IN THE HANGOUT AREAS OF TARGETED YOUTH IN ORDER TO SHARE INFORMATION AND RECRUIT TARGETED POPULATION.

- THE **TARGET POPULATION** ASSIGNED THROUGH THE SYSTEM SUCH AS JUVENILE COURTS WILL ALSO **ASSIST IN THE IDENTIFICATION AND RECRUITMENT** OF THE TARGET POPULATION.

- **REGISTER FIVE PERCENT (50 STUDENTS)** OF THE TARGET POPULATION (AS DOCUMENTED BY LOCAL STANDARD STATISTICAL REFERENCES), FOR CORE CLASSES **WITHIN 180 DAYS** OF THE OPENING OF THE SCHOOL YEAR.

GEPA FORM INSTRUCTIONS

- APPLICANTS MAY *IDENTIFY ANY BARRIERS THAT MAY IMPEDE EQUITABLE ACCESS AND PARTICIPATION IN* THE PROPOSED PROJECT OR ACTIVITY, INCLUDING, BUT NOT LIMITED TO, BARRIERS BASED ON ECONOMIC DISADVANTAGE, GENDER, RACE, ETHNICITY, COLOR, NATIONAL ORIGIN, DISABILITY, AGE, LANGUAGE, MIGRANT STATUS, RURAL STATUS, HOMELESS STATUS OR HOUSING INSECURITY, PREGNANCY, PARENTING, OR CAREGIVING STATUS, AND SEXUAL ORIENTATION.

- APPLICANTS ARE *NOT REQUIRED TO HAVE MISSION STATEMENTS OR POLICIES THAT ALIGN WITH EQUITY* IN ORDER TO SUBMIT AN APPLICATION.

- APPLICANTS MAY HAVE *ALREADY INCLUDED SOME OR ALL THIS REQUIRED INFORMATION IN THE NARRATIVE SECTIONS OF THEIR APPLICATIONS OR THEIR STATE PLANS*. IN RESPONDING TO THIS REQUIREMENT, FOR EACH QUESTION, APPLICANTS *MAY PROVIDE A CROSS-REFERENCE TO THE SECTION(S) AND PAGE NUMBER(S)* IN THEIR APPLICATIONS OR STATE PLANS THAT INCLUDES THE INFORMATION RESPONSIVE TO THAT QUESTION ON THIS FORM OR MAY RESTATE THAT INFORMATION ON THIS FORM.

GEPA FORM INSTRUCTIONS CONTINUED

- APPLICANTS MUST RESPOND TO EACH QUESTION USING THE ASSOCIATED TEXT BOX. EACH TEXT BOX *ALLOWS APPROXIMATELY 4000 CHARACTERS*; THEREFORE, IF COPYING AND PASTING INTO THE TEXT BOX FROM ANOTHER DOCUMENT BE SURE TO CHECK THAT EVERYTHING COPIED.

- APPLICANTS SHOULD *USE THE "CHECK FOR ERRORS" BUTTON* BEFORE THEY SAVE THE FORM. APPLICANTS WILL RECEIVE AN ERROR MESSAGE IF ANY RESPONSE IS MISSING AND WILL NOT BE ABLE TO SUBMIT THE APPLICATION DUE TO THE MISSING INFORMATION.

- APPLICANTS THAT HAVE *ALREADY UNDERTAKEN STEPS* TO ADDRESS BARRIERS MUST *STILL PROVIDE AN EXPLANATION AND/OR DESCRIPTION OF THE STEPS* ALREADY TAKEN IN EACH TEXT BOX, AS APPROPRIATE, TO SATISFY THE GEPA SECTION 427 REQUIREMENT.

- APPLICANTS THAT *BELIEVE NO BARRIERS* EXIST MUST *STILL PROVIDE AN EXPLANATION AND/OR DESCRIPTION* TO EACH QUESTION TO *VALIDATE THAT PERCEPTION*, AS APPROPRIATE, TO SATISFY THE GEPA SECTION 427 REQUIREMENT.

GEPA SECTION 427 RESOURCES

- PDF VERSION OF SECTION 427 FORM AND INSTRUCTIONS (ADD WEBSITE LINK)
- COMPUTER-BASED TRAINING, ENSURING EQUITABLE OPPORTUNITIES UNDER THE GEPA SECTION 427
- GEPA SECTION 427 FORM FREQUENTLY ASKED QUESTIONS (FAQS)
- THE DEPARTMENT OF EDUCATION EQUITY ACTION PLAN AT ED.GOV/EQUITY
- COMMENTS OR CONCERNS REGARDING THE STATUS OF YOUR INDIVIDUAL FORM MAY BE ADDRESSED TO THE PERSON LISTED IN THE FOR FURTHER INFORMATION CONTACT SECTION IN THE COMPETITION NOTICE INVITING APPLICATIONS.

FREQUENTLY ASKED QUESTIONS

QUESTIONS FROM THE FIELD

May an applicant request less than the average award size?

- Yes. An applicant may request less than the average award size but cannot exceed $990,000.

Can an institution submit more than one application?

- No. If we receive more than 1 application from a single IHE, we will review the application with the latest date/time validation.

QUESTIONS FROM THE FIELD

Can a PD/PI be multiple individuals?

- Yes, but please be sure to outline their experience/qualifications, responsibilities, and level of effort to the grant.

If we have not hired a project director, whose CV do we upload?

- You may want to include a job description if this person has not yet been hired.

Should we include letters of support for our partners?

- Yes. You also want to outline their responsibilities to the grant.

QUESTIONS FROM THE FIELD

Can you please advise if the first year of the project can be a planning year for the TGIY program?

- With the short time frame for the project (3 years), and the type of activities you are expected to accomplish, the entire first year should not be used as a planning year. Planning should begin as you are developing your application. However, we understand it may take some time to get your project off the ground and up and running, including conducting outreach, hiring project staff, developing activities, establishing partnerships, developing your evaluation plan and internal controls processes, etc.

Does the program require an external evaluation, or can we propose an internal one? If either are appropriate, is there an advantage in terms of scoring criteria to have an external evaluation?

- You can use either an external or internal evaluator. We do not give an applicant preference or additional points for the type of evaluator they choose to use.

QUESTIONS FROM THE FIELD

Can you explain how the invitational priorities work and/or their purpose?

- These priorities speak to the Congressional language set forth for the program in the explanatory statement of the FY 2023 Congressional Appropriations.

- These priorities are also important because they speak to important realities and needs of gang-involved youth as evidenced in the NIA purpose and background section.

- Applicants can respond to any or all Invitational Priorities, but they are not required, and we do not give additional points or preference to applicants for responding to these priorities.

QUESTIONS FROM THE FIELD

What is the performance period for this grant?

- We don't have an exact start date established just yet, as that will depend on the peer review and approval process. Successful applicants will receive their federal funds for all 3 years up front no later than December 31, 2023.

Is there an evaluation set-aside or a suggested budget amount for evaluation in the grant?

- You ideally want to set aside funds for evaluation purposes, but we don't prescribe the amount. Please be sure it is reasonable, allocable, and allowable.

Are there any evidentiary standards or suggestions for sample size, methods, or research questions in the evaluation portion?

- This grant does not require evidence standards, other than a logic model. We don't prescribe the sample size, methods, or research questions, as that would be up to the applicant and their evaluation team.

QUESTIONS FROM THE FIELD

Am I required to submit a logic model with my application?

- Yes.

What do I need to submit in the budget section?

- Applicants should prepare a 3-year budget request by filling out the ED524 Budget Form and preparing a budget narrative.

How will my grant funds be distributed?

- Successful applicants will receive their federal funds for all 3 years up front no later than December 31, 2023.

QUESTIONS FROM THE FIELD

What can we use grant funds for/what is allowable?

- All activities and budget items must at least satisfy the absolute priorities as stated in the NIA. There are no program-specific regulations, but activities and budget items must directly align with project objectives and adhere to applicable EDGAR and uniform guidance citations that govern the program.
- In the big picture a program should be providing supports to students based on what is expected in the absolutely priority, but keep in mind to take an approach that is inclusive and creates systemic change.
- Think about what you can do to help gang-involved students access, persist and succeed in college and into a high- need occupation.

What is the open licensing requirement, aka "open rule"?

Beginning with FY 2018 grant competitions, in accordance with the "open rule" published in early 2017, the Department is generally requiring that for competitive grants, grantees and subgrantees must openly license grant deliverables created wholly or in part with Department grant funds. This requirement will apply to new copyrightable works and any new modifications to pre-existing works that are separately identifiable and developed during the grant implementation.

This program is subject to the requirements of the open rule.

Q&A

RESOURCES

- **NIA -** Federal Register :: Applications for New Awards; Transitioning Gang-Involved Youth to Higher Education Program
- **TGIY Program Page -** Transitioning Gang-Involved Youth to Higher Education Program
- **Open Licensing Requirement for Competitive Grant Programs**
  2 C.F.R. §3474.20
  Final Regulations
- **Technical Assistance for ED Grantees**
- **https://grants.gov/**
- **www.sam.gov**

UPCOMING PRE-APPLICATION TA WEBINARS
ALL WEBINARS HELD VIA MICROSOFT TEAMS

- WEDNESDAY, JUNE 14TH FROM 2PM – 3:30PM, ET
- WEDNESDAY, JUNE 28TH FROM 2PM-3:30PM, ET

***REFER TO THE TGIY PROGRAM PAGE AND GRANTS.GOV FOR MORE INFORMATION.**

MORE QUESTIONS?

- **PLEASE REFER TO THE FAQ DOCUMENT FOR ADDITIONAL QUESTIONS/INFORMATION**

PROGRAM CONTACTS

- **JYMECE SEWARD| JYMECE.SEWARD@ED.GOV, 202-453-6138**
- **PROGRAM WEBPAGE: HTTPS://WWW2.ED.GOV/PROGRAMS/GIYP/INDEX.HTML**
- **PROGRAM EMAIL: TGIY-HEP@ED.GOV**

THANK YOU!